



TIME ALLOTMENT

30 minutes

MATERIALS

- Scavenger Hunt map
- Index cards
- Pictures of sun protection
- Sunscreen, hats, sunglasses, long sleeved, tightly-woven shirts, clocks (or drawing of clocks) that show 10 a.m. and 4 p.m., trees, sample UV Index report

PROCEDURE

1. Prepare a set of index cards with a sun safety question on one side and a hint to direct the students to a location in the schoolyard on the other. Prepare identical sets of cards for each group of students who will do the scavenger hunt.
2. At each identified location in the schoolyard, place objects that answer the question (e.g., sunglasses, hats, sunscreen, etc.) or cards with words or pictures explaining the answer. Include one for each group doing the hunt.
3. Give each group of students a set of index cards and ask them to locate the answers to the questions and to collect one object or card from each location.
4. Once the students have finished, bring them together to discuss each of the items or actions and how they can help protect us from too much sun.

CURRICULUM INTEGRATION

LANGUAGE ARTS

- Have students write a paragraph about how they will protect themselves at home.

WRITING

- Practice handwriting skills by writing the sun protection behaviors.

SPELLING

- As a spelling test, have students spell the sun protective behaviors.
- Have students complete the secret sun message on Worksheet I10 (page 16).

EXTENDING THE LESSON

- Have students create a crossword puzzle using the sun protection behaviors learned during the scavenger hunt.
- Ask the students to bring in samples of things they can use at home to help protect themselves from the sun (e.g., hats, sunglasses, pictures of shade, etc.)



Sun Protection Presentation

Prevention—Students will demonstrate what they have learned about the damage ultraviolet rays can have on the skin and ways to practice sun protection.

- Habits to live by include:
 - » Limit time in the sun during 10 a.m. and 4 p.m.
 - » Be in the shade whenever you can
 - » Wear your hat and sunglasses when outside
 - » Wear sunscreen
 - » Wear a shirt with long sleeves when you can
 - » Use the daily UV Index

Explain to the students:

- Begin the project by initiating a discussion with students on their experiences with the sun, such as sunburns, suntans, use of sun protection, etc.
- Provide pictures of people participating in various outdoor activities, ask students for observations and predictions of long and short term effects of the sun on these people. Refer students to their knowledge of solar energy.
- While the sun has many positive effects on us, too much sun can lead to sunburn, damage to the eyes, skin cancers, and premature wrinkling. Sun protection should be a daily habit, just like brushing your teeth.

30 minutes

1. Break the students into groups.
2. Have the different groups develop a 5-minute presentation, play, or television advertisement to educate either parents, other students, friends, school officials, or community members about sun protection.
3. Assign one audience to each group.
4. Some of the questions for the students to consider addressing might be:
 - » At what age might sun damage begin?
 - » Why should their audience be concerned?
 - » What are the sun protection habits?
5. Have the groups do their presentation for the rest of the class (or other classes or school officials).

Intermediate (I11)

OBJECTIVE

LEARNING OBJECTIVES

DISCUSSION

TIME ALLOTMENT

PROCEDURE

CURRICULUM INTEGRATION**LANGUAGE ARTS**

- Have students write a paper about how they will get their families to adopt sun protection habits.

WRITING/SPELLING

- Find as many three or more lettered words as possible out of the letters in SUN PROTECTION (Idea adapted from The Skin Cancer Foundation's Sunny States of America)
- Create a crossword puzzle on sun protection habits. For assistance, go to Web site <http://www.puzzlemaker.com>. Or use Worksheet I11 on page 76.
- Have students make their presentations at the next PTA meeting, school board meeting, or school assembly.
- Have a dermatologist talk with the class about sun protection.

EXTENDING THE LESSON



Sun Safe Behavior

Prevention—Students will learn about the dangers of overexposure to the sun and explain how they can make their home, school, and community sun safe.

- Ask the Students:
 - » What are the dangers of too much sun?
 - » How does the media influence people to think that a suntan is beautiful?
 - » How do families and communities benefit from sun safe behaviors?

Explain to the students:

30 minutes

- Chart paper
 - Notebook paper, pencils
 - Ads showing sun safety, tanning, skin cancer
1. Divide the students into three work groups. Have each group brainstorm to generate a list of questions they would want answers to determine the extent to which sun safety products are evident their homes, community, and school. Assign one of the three topics to each group. Give students a time limit, and have them select a recorder and a reporter.
 2. Have each group report to the class their list of questions for home, school, and community. Use the chart paper or the board to list them. Let students from other groups suggest questions to add or delete. Select four to six questions for each category.
 3. Select the best four questions from each category (home, school, community), and have each student write and number the questions from each topic.
 4. Students should use three pieces of notebook paper (one for each category) and leave spaces between each question to write a response. Or copy and distribute the Sun Safety Survey (see Workesheet I12 on page 78). Have students complete the survey questions for homework.
- Have students use the reports from their surveys and look at the data gathered by the whole class. Select three good students to represent each category (home, school, and community). Have them collect all responses to their assigned categories. Have students answer the following questions:
 1. On a scale 1-10, with 10 being the most sun safe, how would you rate our:

» School	» Home	» Community
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 2. What rules and laws are evident in our:

» School	» Home	» Community
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 3. What do you think can and should be done to increase sun safety in the:

» School	» Home	» Community
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Intermediate (I12)

OBJECTIVE

LEARNING OBJECTIVES

TIME ALLOTMENT

MATERIALS

PROCEDURE

EXTENDING THE LESSON

Worksheet P2

(hot, cold, warm)

[illegible]

Worksheet P4

*Take a look at your skin.
Once you have filled out
your skin description,
write your neighbors.*

*How are you different?
The Same?*

ME

MY NEIGHBOR

Skin Color
*(use crayon to
show skin color)*

Rough/Smooth

Hair on skin
(yes/no)

Scratches
(yes/no)

Scars
(yes/no)

Freckles
(yes/no)
**How many on
your arm**

Hair Color
*(use crayon to
show hair color)*

Eye Color
*(use crayon to
show eye color)*

**What else do you
notice about your skin?**



Worksheet P5

Which picture is different?

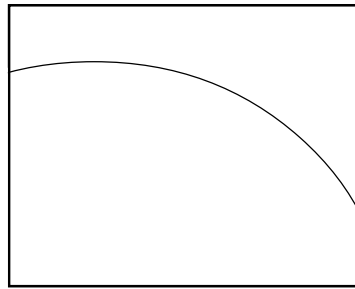
Circle the picture that is different. What sun safety habit are they showing?



Worksheet P6

How to make a sun safety hat...

1. Fold a large piece of paper into fours. Paper should be large enough to make a hat that extends one inch over the face, ears, and neck.

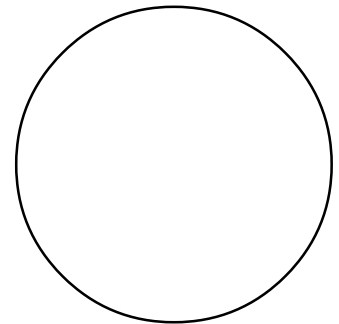
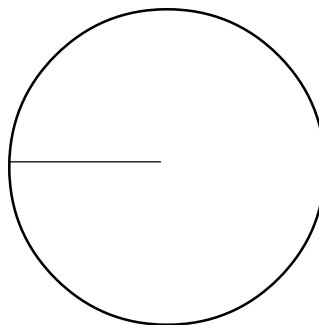


2. Draw an arc from one edge of the page to the other edge on the paper

3. Cut along the line and open up your circle.

4. Decorate your circle.

5. Cut a line from the edge of the circle



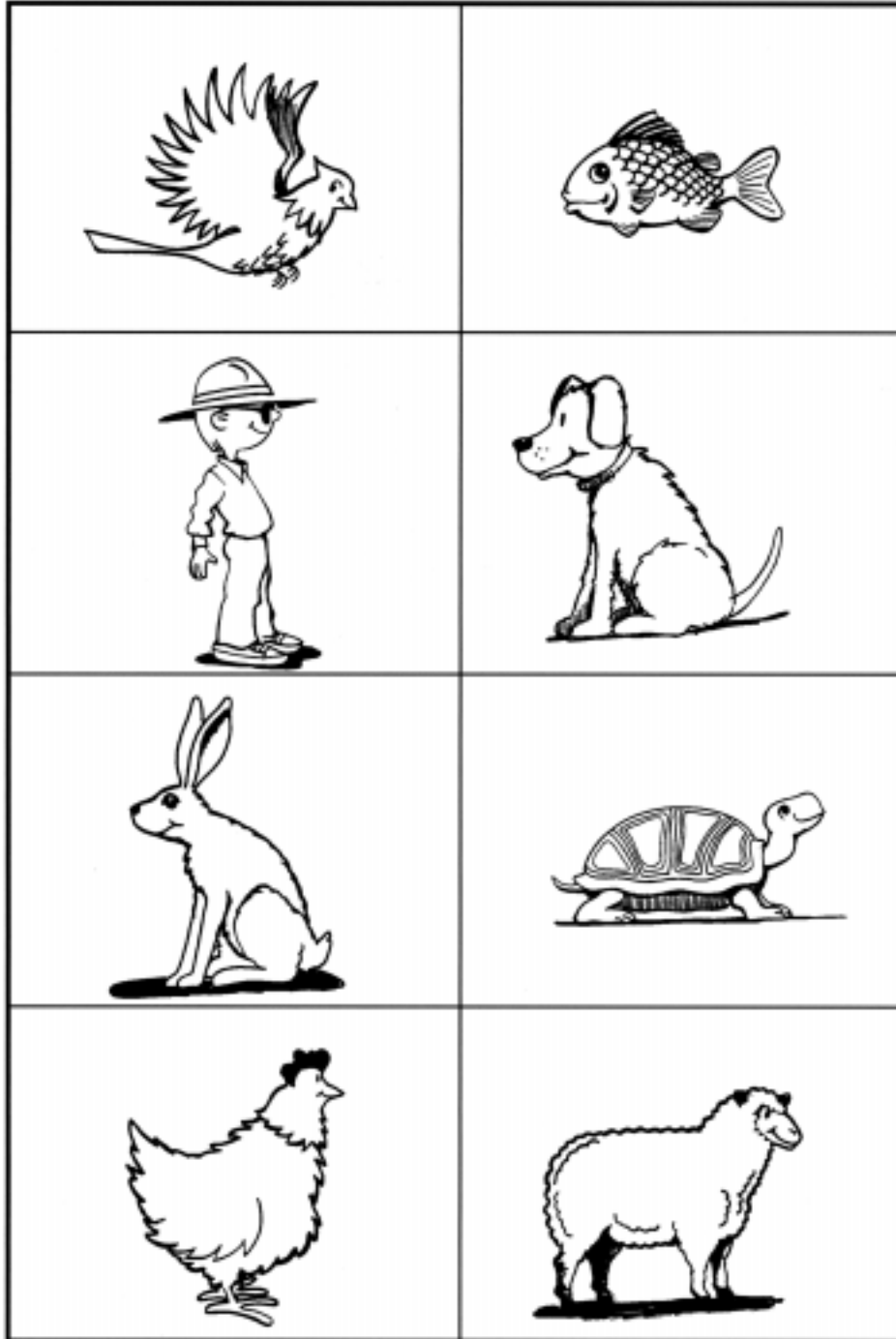
6. Overlap the cut edges to form a cone.

7. Staple or glue the cone together.

Idea adapted in part from Australia's SunSmart Fun for Everyone

Worksheet P7

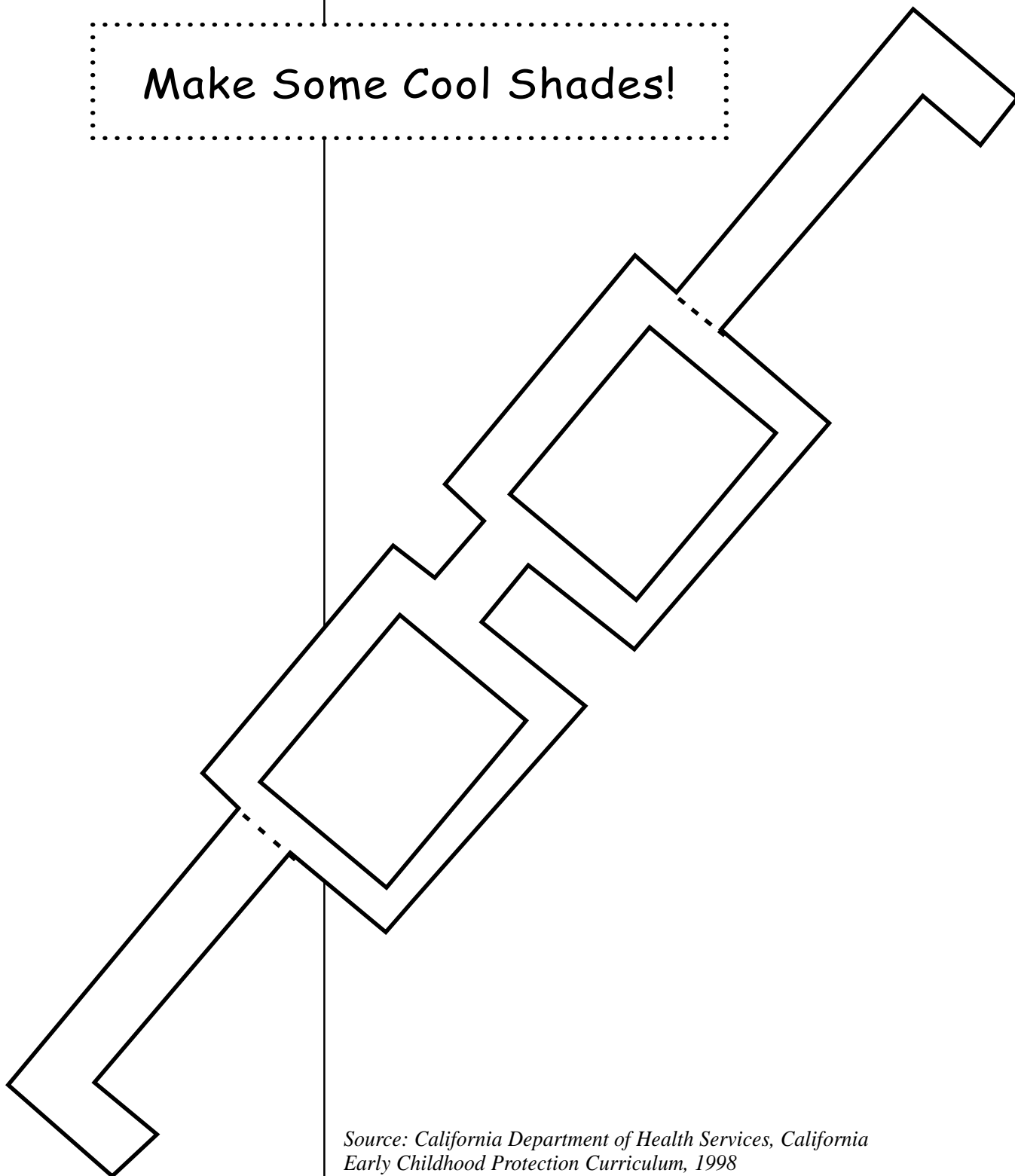
Take a look at these pictures. What protects each object from the sun?



Source: California Department of Health Services, California Early Childhood Protection Curriculum, 1998.

Worksheet P9

Make Some Cool Shades!



*Source: California Department of Health Services, California
Early Childhood Protection Curriculum, 1998*

Worksheet P10

Sun Word Find

*Circle the sun words below. The words can be up,
down, left, right, diagonal, and backwards.*

B	T	L	T	O	S	L	N	U	R	R	A	D	Q
I	U	X	R	S	U	M	M	E	R	I	H	O	U
P	B	V	P	I	N	B	G	H	K	U	B	P	C
I	W	S	D	Y	P	L	K	D	F	H	E	L	M
S	K	L	S	P	R	I	N	G	F	P	A	O	Y
P	H	F	R	U	O	S	W	O	K	L	C	A	P
B	S	M	D	P	T	L	B	M	P	L	H	U	F
E	U	K	A	I	E	D	S	N	A	Y	W	K	T
A	N	J	O	P	C	U	H	A	H	D	L	F	O
L	G	O	N	I	T	S	D	U	V	E	R	W	R
U	L	T	A	V	I	O	L	E	T	G	O	I	P
O	A	B	O	I	O	Z	O	N	E	V	I	N	C
W	S	M	B	A	N	P	N	A	B	H	A	T	U
R	S	K	G	E	F	G	O	R	P	S	I	E	I
T	E	A	L	F	A	L	L	P	S	I	E	R	Y
Y	S	G	O	D	C	R	R	X	T	F	C	L	O
S	H	P	O	R	T	Z	S	P	G	P	Z	I	M
C	P	V	S	D	O	I	P	T	N	O	I	K	H
T	A	D	I	Y	R	L	P	Q	W	F	M	L	B

Source: Sunny States of America, The Skin Cancer Foundation
Copyright © Sun Pharmaceuticals

See how many words you can make out of:

(Challenge for older grades: See how many words you can make with 3 or more letters!)

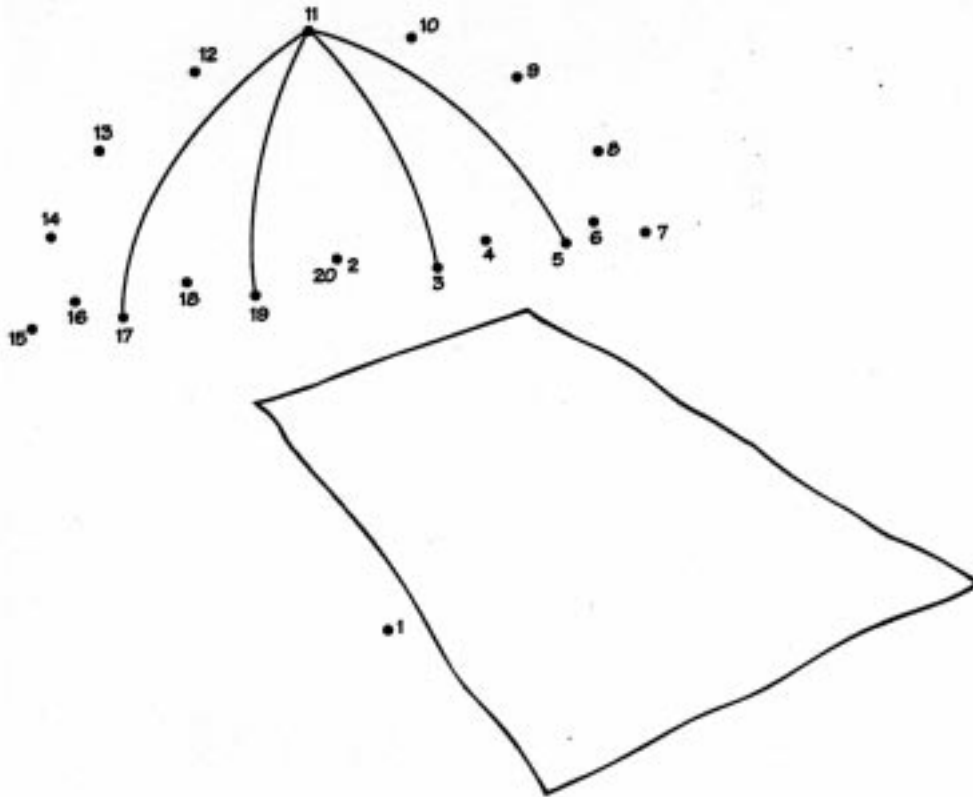
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Worksheet P12

Connect and Color

Connect the dots and then color in the beach blankets and umbrella.

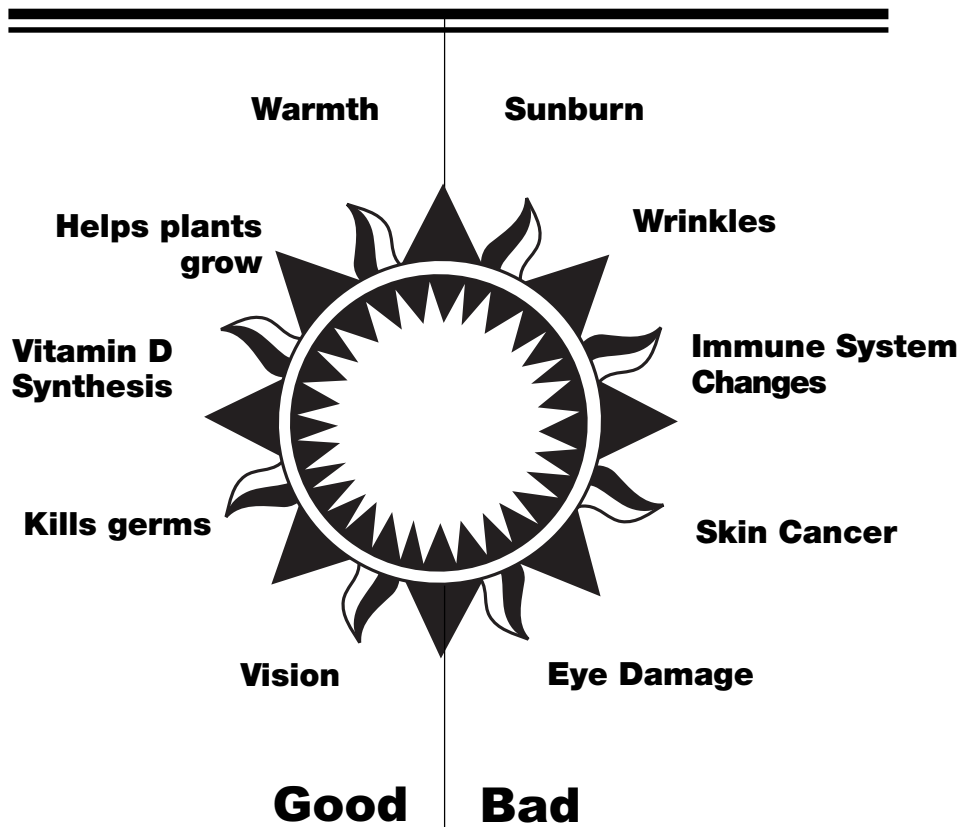
Draw yourself and how you can protect yourself from the sun.



Source: Sunny States of America, The Skin Cancer Foundation
Copyright © Sun Pharmaceuticals

Worksheet I1

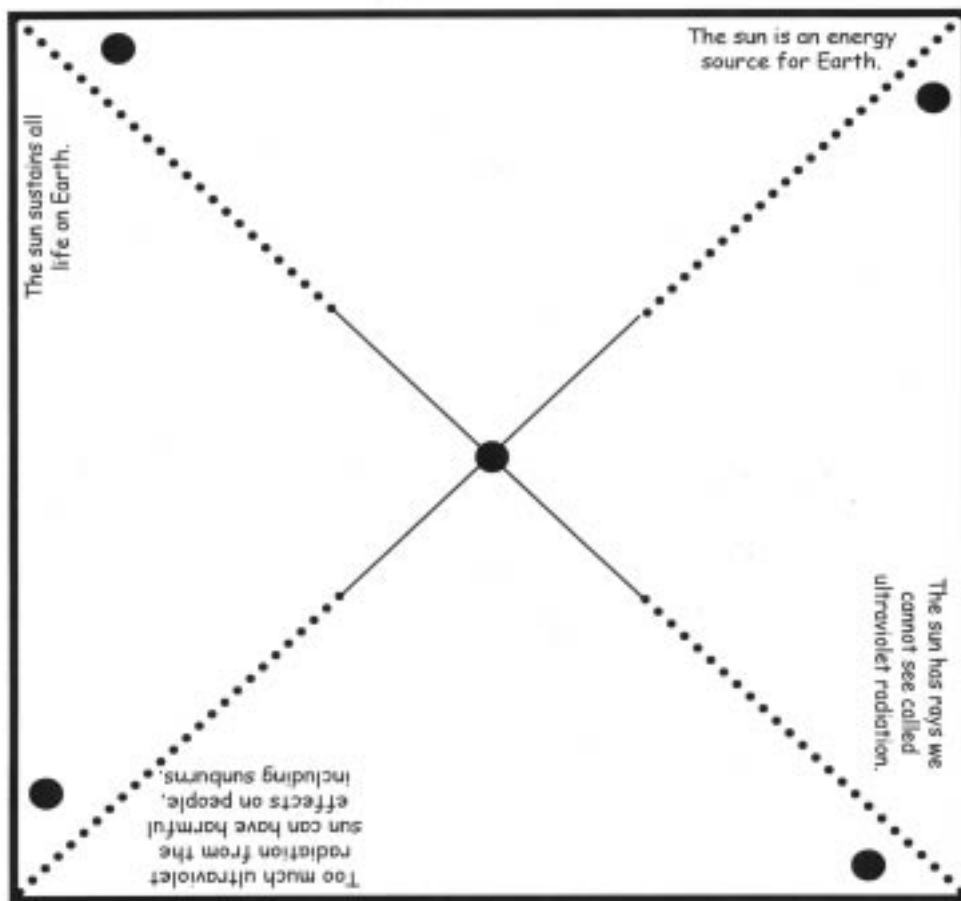
Good and Bad Effects of Sunlight



Source: Robin Hornung, MD, 1999, Third Edition of Fritzpatrick

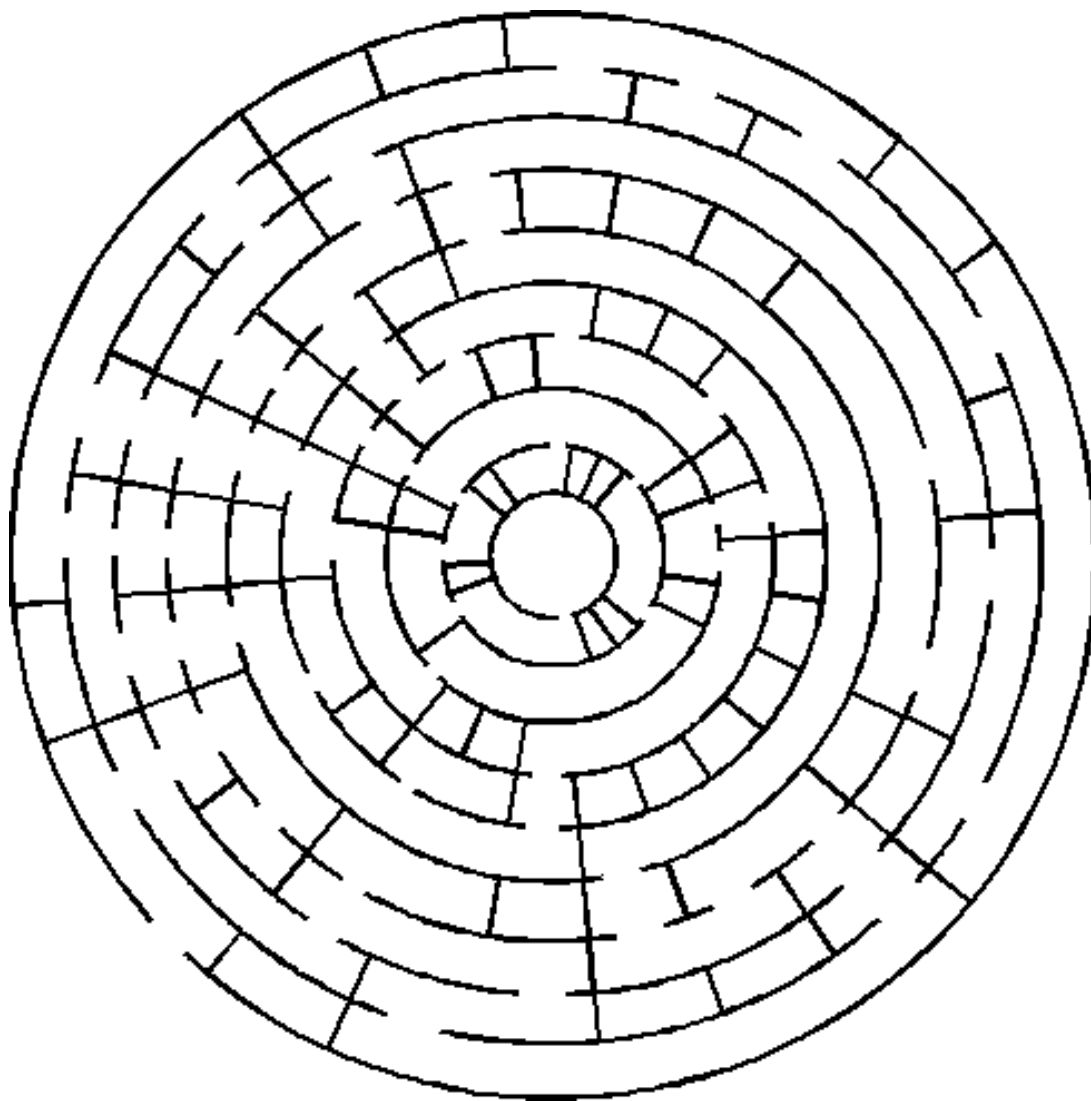
Worksheet I2a

Sun Pinwheel

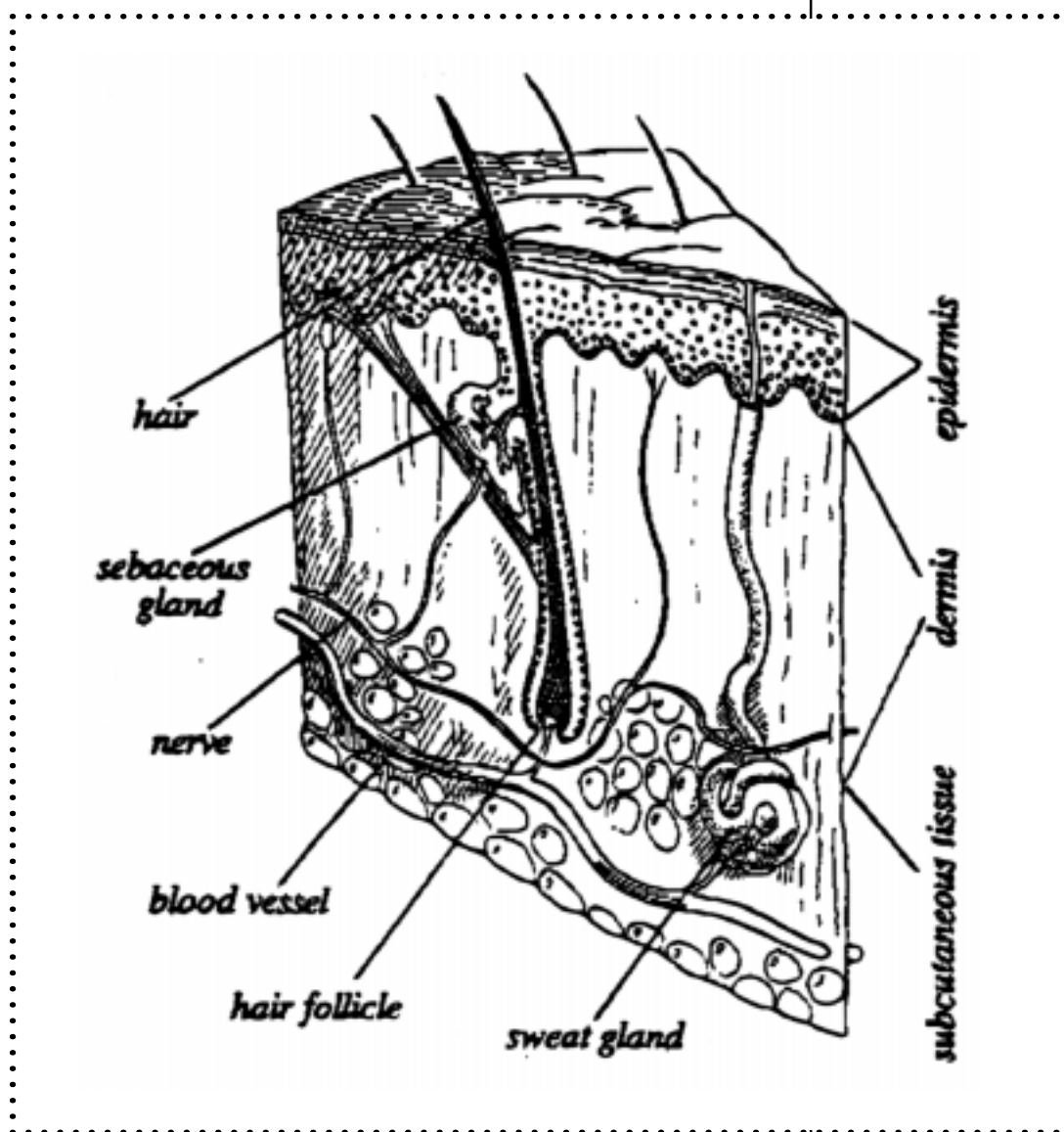


Worksheet I2b Sun Maze

Try to find your way through the sun maze.



Worksheet I6a



Worksheet I6b

Skin Type Chart

Sunburn and Suntanning History According to Skin Type

- I** Always sunburns; never suntans; sensitive skin
- II** Sunburns easily; suntans minimally
- III** Sunburns moderately; suntans gradually to light brown
- IV** Sunburns minimally; always suntans well to moderately brown
- V** Rarely sunburns; suntans profusely to dark
- VI** Never sunburns; deeply pigmented, not sensitive



Worksheet I8

Sunny Word Jumble

Test your sun brights. Below are nine jumbled words. First unscramble each of the words. Then, use the letters in the squares and unscramble again, to reveal a message about the sun.

1. GUIHLNTS: _ ☐ _ _ _ _ _
2. UBNR: _ _ _ ☐
3. TECOIPNROT: _ _ _ _ _ ☐ _ ☐
4. LOKBCSNU: _ ☐ _ _ _ _ _
5. ESAOSNS: _ ☐ _ _ _ _ _
6. RATHE: _ _ _ ☐ ☐
7. ORDOTUSO: _ _ _ _ _ ☐
8. LAGESSUSNS: _ _ ☐ _ _ _ _ _
9. RPOFORTWAE: _ _ _ _ _ ☐

Clue: This family is doing it safely,
and your family should too.

Message:

_ _ _ _ _
_ _ _ _ _

Answer Key:

1. sunlight 2. burn 3. protection 4. sunblock 5. seasons 6. earth 7. outdoors
8. sunglasses 9. waterproof **Message:** Fun in the sun.



Worksheet I10

Secret Sun Method

Use the code in the box to decode this secret messages.

CODE:

26 = A	19 = H	12 = O	5 = V
25 = B	18 = I	11 = P	4 = W
24 = C	17 = J	10 = Q	3 = X
23 = D	16 = K	9 = R	2 = Y
22 = E	15 = L	8 = S	1 = Z
21 = F	14 = M	7 = T	
20 = G	13 = N	6 = U	

Message #1:

23 12 13 12 7 25 22 21 12 12 15 22 23
 25 2 7 19 22 8 6 13

Message #2:

4 22 26 9 18 13 20 8 6 13 25 15 12 24 16
 14 26 16 22 8 11 15 26 2 18 13 20
 18 13 7 19 22 8 6 13
 8 26 21 22 26 13 23 21 6 13

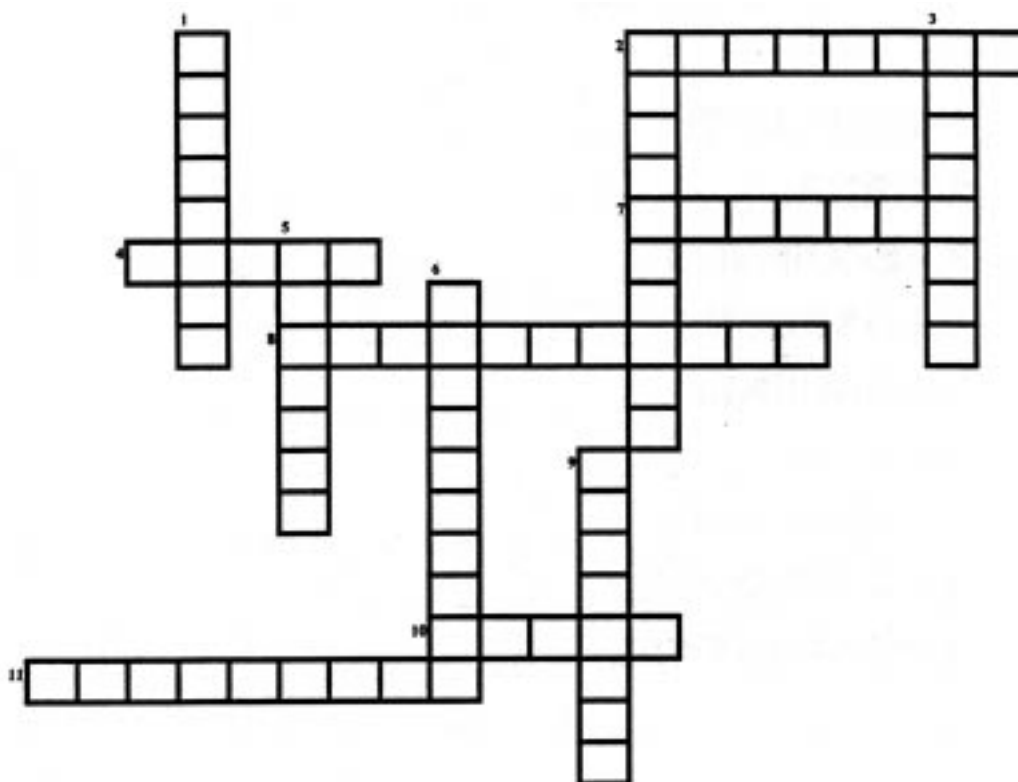
Message #3:

8 11 21 8 7 26 13 23 8 21 12 9
 8 6 13 11 9 12 7 22 24 7 18 12 13
 21 26 24 7 12 9

Worksheet I11

Sunny Crossword

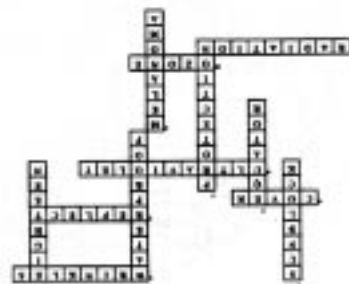
Using the clues below, try to solve the puzzle.

**CLUES****Down:**

1. You should always use a _____ with an SPF of 15 or higher.
2. When swimming, you should wear a sunblock that is _____.
3. Protecting your skin during the first _____ years of life can reduce your risk of developing skin cancer by up to 78%.
5. The sun's rays are stronger at high altitudes and closer to the _____.
6. Hats with wide brims, long sleeved shirts, sunglasses that filter out 99% to 100% of UVA and UVB rays, and sunblocks are great forms of sun _____.
9. _____ is the least common skin cancer, but it's the most dangerous.

Across:

2. Exposure to the sun can cause skin cancer, leathery skin and _____.
4. Be sure to also _____ the areas of your body that have a thin layer of skin, such as the tips of your ears.
7. When the sun's rays _____ off a sandy beach, your UV exposure increases.
8. The sun's _____ radiation is divided into three rays -- UVA, UVB and UVC.
10. Ultraviolet C rays never reach the earth because they are absorbed by the _____ layer.
11. UV _____ is strongest between 10 AM and 4 PM.

Answer Key:

Worksheet I12

Sun Safety Survey

School

1. Are our school grounds sun safe? _____
2. What are the rules for using sunscreen and wearing hats in our school?

3. Do your teachers practice sun safety? _____

Home

1. How many people in your home have ever had a sunburn? _____
2. How many times have people in your home had a sunburn? _____
3. When/Where do people in your home wear sunscreen, sunglasses, or a hat?

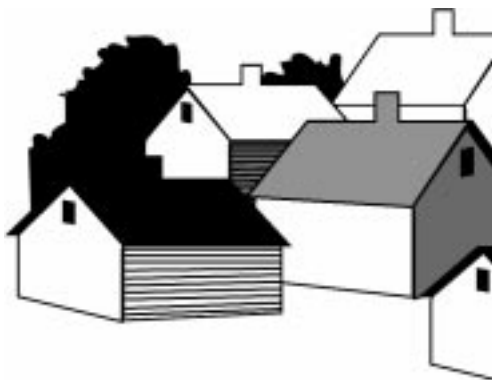
4. Has anyone been sick in your home from too much sun? _____

Community

1. Where do you see people practicing sun safe behaviors the most? _____

2. What types of behavior do you see people in your community practicing?

3. Is your community safe? _____
4. What does your community provide for it to be sun safe? _____



V. Sun Safety Beyond the Classroom

Implementing sun safety in your school largely depends on its acceptance by the students and school staff. Adopting sun protective practices and policies does not need to be costly. Many policy and lifestyle changes can be implemented with little or no cost.

This section offers suggestions of ways to enhance your sun safety efforts by reaching out to the school, families, and communities with sun safety events and implementing sun safe policy and environmental changes. Some of these changes are not likely to happen quickly, but may involve gradual changes in the school's environment, and individual's attitudes and behaviors toward sun protection. Additional resources to support program implementation, such as nonprofit organizations, government agencies, Internet sites, and books, are listed in Section 8 Sun Protection Resources.

Reaching Out

Influences beyond the classroom can help consistently reinforce sun protective behaviors. The following are some suggestions for extending sun safety beyond the classroom and reaching out and involving the community.

- 1. Make a personal pledge to practice sun safe behaviors.** A personal pledge to practice sun safe behaviors is a fundamental element of this program. Identify and practice the behaviors you need to adopt to become a role model for the school and recruit others within the school and within the local community to do so also.
- 2. Build sun safety partnerships.** Partnerships often create exciting opportunities and are an effective ways of strengthening your sun safety efforts. Partnerships with other teachers and administrators, parent organizations, local nonprofit and civic organizations, recreational programs, and the media can stimulate innovation, build support for the program and related policies, reinforce sun safety habits, and promote a healthier lifestyle for students and their families. Involve the students in the process where possible. Provide partners with personal stories of sun safety and health effects of overexposure to the sun. Use the information in Section 6- Background Information to demonstrate the need for sun safety.
- 3. Extend the classroom activities beyond the classroom.** Many of the classroom activities outlined in Section 3- Activities include suggestions for extending the activity to the home and family or into the community. They offer many opportunities to teach and reinforce sun protection.

4. Celebrate your sun safe school. A variety of possibilities exist for working with the media, community, parents, and students to celebrate your efforts. Use your sun safety partners to plan events, support and implement policy change, and act as role models.

The following are some ideas for celebrating your sun safe school:

- **Have a big kick-off event.** Invite a local storyteller, celebrity, community leader, or television personality such as a meteorologist. Have a school assembly to introduce the program and have everyone make or bring sunglasses or hats to wear to the assembly.
- **Organize a writing campaign.** Have children write letters to local papers, magazines, or community leaders encouraging sun safe playgrounds, planting of shade trees in parks, and shade at sporting venues. Have the children write about their sun safe experiences and publish them in the school newspaper.
- **Plan a “Sun Safety Spirit Week.”** Encourage the entire school to participate in daily sun safety events, such as making silly hats, tracking the UV Index, making sun safety pins, or inviting a local meteorologist to do the noon broadcast from your school.
- **Organize an art contest in your school.** Have students create “sun safe” posters or other artwork for their community, school, and families. Display the artwork at school. Ask the local newspaper, bus stations, grocery stores, community centers, libraries, or others to use the artwork.
- **Sponsor a “Safe Fun in the Sun Day.”** For example, if your school has a field day, encourage the time schedule and activities be planned using sun safety guidelines and sun protection where possible.
- **Organize a field trip** to a local television station to see how the weather is reported.
- **Hold a “Sun Safety Awareness” seminar that is open to parents and teachers.** Ask a local dermatologist or pediatrician to make a brief presentation on the risks of overexposure to the sun, the need for prevention, and the importance of sun safety to a healthy lifestyle.
- **Hold school fundraisers** selling sunglasses, t-shirts, and hats.
- **Involve the media to fullest extent.** Submit artwork, essays, and press releases about the sun safety activities to your local media outlets. Ask local networks to broadcast live from your school and interview your students. Section 7 contains sample press releases and letters to the editor that can be adapted for your school.
- **Contact local businesses** for incentives for your program participants. Movie passes or pizza coupons are fun and motivating. Free hats, sunglasses, sunscreens, or umbrellas reinforce the habits and messages of sun protection.

- **Videotape your students doing sun safety activities.** If your school has closed-circuit cable television, broadcast the tape for families and local communities to watch.
- **Show the Teacher's Training Video** on a cable station, at PTA meetings, or Parents Night to give parents an idea of what you are teaching.
- **Tie an activity to a timely holiday, season, or event** such as Earth Day, Arbor Day, or upcoming summer vacation to educate students and community about sun safety.

Changing the School Environment and Policies

Changing the school's physical environment and policies can help students and staff reduce their lifetime sun exposure and potential risk for UV-related illnesses. Initial steps in planning for change may include assessing current practices, considering potential barriers, and involving others to build support for the effort.

The first step toward improving a school's sun safety policies is to assess the school's current environment and practices.

The following questions can serve as a guide to evaluate your school for sun safety policies.

- How many trees are on your school grounds?
- How many shaded areas are available to students during lunch, recess, physical education, and sports?
- How many students use shady areas while at lunch, recess, or physical education?
- Are students allowed to use sunscreen in school?
- Are there restrictions on storing and applying the sunscreen?
- How many students come to school wearing sunscreen?
- Are students allowed to wear hats to school? While on school grounds?
- Are students allowed to wear sunglasses at school? While on school grounds?
- What are the sun safety behaviors of the school administration and staff? Do they provide the role models needed to reinforce the school policies?
- What type of clothing do students wear during peak sunlight hours? Long sleeves? Long pants?
- If students wear uniforms, do the uniforms help limit sun exposure?